

**Grade 2: Weeks 1-6 August 21-September 28
2012-2013**

Standards	*	Lessons	Teacher Notes
Learning Targets for each Standard reflect the benchmark that students must learn during that grading period.			
<p>2.OA.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.</p> <p>Learning Targets: I can determine whether a group of objects is odd or even.</p>	★	<p><i>To address the KCAS Standards, the following should be included in instruction:</i></p> <p>Investigations Unit 3 Sessions</p> <ul style="list-style-type: none"> • 1.1-1.6 <p>Unit 2 Session</p> <ul style="list-style-type: none"> • 1.1A <p>Unit 3 Sessions</p> <ul style="list-style-type: none"> • 3.1-3.7 • 4.1-4.5 <p>Classroom Routines:</p> <ul style="list-style-type: none"> ✓ <i>What Time Is It?</i> ✓ <i>Today's Number</i> ✓ <i>Quick Images</i> <p>Gap Lessons: Roll Three Digits-2.NBT.1 Estimation Jar-2.NBT.2 Evns and Odds-2.OA.3 Two of Everything-2.NBT.5 Place Value-2.NBT.1 </p>	
<p>2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:</p> <p>a. 100 can be thought of as a bundle of ten tens –called a “hundred.”</p> <p>b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).</p> <p>Learning Targets: I can represent a three digit number with hundreds, tens and ones.</p>	★	<p>VOCABULARY: order, total, addend, doubles, calculator, count, combination, equal groups, even, odd, nickel, penny, quarter, dime, tally marks, equation, plus sign, equal sign</p> <p>www.amathsdictionaryforkids.com</p>	<p>KCAS Note: 2.NBT.1 - Numbers need to be increased to include groups of 100.</p>
<p>2.NBT.2 Count within 1000; skip count by 5's, 10's, and 100's.</p> <p>Learning Target: I can skip count by 5's, 10's, and 100's up to 500.</p>	★		<p>KCAS Note: 2.NBT.2 - Additional counting and skip counting opportunities can be placed into morning meetings and transition times.</p>

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2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

Learning Target:

I can add and subtract fluently within 50 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.



**Formative Assessments
Opportunities**

2.OA.3

2.NBT.1

2.NBT.2

2.NBT.5

KCAS Note: 2.NBT.5 - To fully reach this standard, students need to demonstrate fluency for addition and subtraction with numbers up to 50. Flexibility in strategy choice needs to be encouraged.